Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/12**

Paper 1 Reading **May/June 2022**

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however, the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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English & Media subject specific general marking principles
(To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))

Components using level descriptors:

- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors are a means of general guidance and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content, and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

Components using point-based marking:

Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).
b DO credit alternative answers/examples which are not written in the mark scheme if they are correct.
c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).
d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.).
e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
g DO NOT require spellings to be correct unless this is part of the test. However, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

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Note: All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. Nonetheless, the content must be clearly related to and derived from the texts.

Question 1

This question tests reading assessment objectives R1, R2 and R5 (25 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R5 select and use information for specific purposes

and **Question 1(f) only** tests writing assessment objectives W2, W3 and W5 (5 marks):

W2 organise and structure ideas and opinions for deliberate effect
W3 use a range of vocabulary and sentence structures appropriate to context
W5 make accurate use of spelling, punctuation and grammar.

Overview of items for Question 1

Item	Assessment objectives tested	Marks for assessment objectives
1(a)	R5	1
1(b)(i)	R1	2
1(b)(ii)	R2	2
1(c)	R1	2
1(d)(i)	R1 and R5	2
1(d)(ii)	R1 and R5	3
1(e)	R1 and R2	3
1(f)	R1, R2 and R5 W2, W3 and W5	10 5
Total		**30**

Question	Answer	Marks
1(a)	**What piece of equipment is used to move a kayak through the water according to the text?** • (moving through the water using a double-bladed) paddle	**1**
1(b)(i)	**Using your own words, explain what the text means by: 'buoyant vessel' (line 2):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase • floats / does not sink easily / stays on top of water • boat / form of transport / something to carry human(s) / vehicle	**2**
1(b)(ii)	**Using your own words, explain what the text means by: 'pragmatic way' (line 6):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • practical / can be done / realistic / sensible / effective / efficient / appropriate / suitable /convenient • method / approach / option / manner	**2**
1(c)	**Re-read paragraph 3 ('Nowadays … waters.').** **Give the <u>two</u> examples of 'open water' that can be explored in a kayak according to the text.** • (shallow waters at the edge of a) **lake**(s) • (fast moving**) river**(s) (and rapids) Award 1 mark for each idea, up to a maximum of 2.	**2**
1(d)(i)	**Re-read paragraphs 4 and 5 ('Kayaking can be … toy.').** **Identify <u>two</u> reasons why combining kayaking with other outdoor activities might appeal to some people.** • additional challenge • access remote areas (of beauty) Award 1 mark for each idea, up to a maximum of 2.	**2**

Question	Answer	Marks
1(d)(ii)	**Re-read paragraphs 4 and 5 ('Kayaking can be … toy.').** **Explain why sit-on-top kayaks may not be suitable for some paddlers according to the text.** • not shelter you from the wind • more likely to get wet • more a toy than a vehicle / more suitable for a child Award 1 mark for each idea, up to a maximum of 3.	**3**
1(e)	**Re-read paragraph 6 ('Sleek and noiseless ... another.').** **<u>Using your own words</u>, explain why some people might think that kayaking is better for the environment than other forms of water-based transport.** Answers which are <u>entirely</u> in the words of the text should not be credited. • does not pollute the water / does not pump out gases / does not burn fuel • silent / no traffic noise • animals have time to get out of the way / slow speed of kayak makes animals safer • (some) kayakers are responsible / allows user to remove water to protect marine species Award 1 mark for each idea, predominantly in own words, up to a maximum of 3.	**3**

Question	Answer	Marks
1(f)	**According to Text B, what are the benefits of taking up kayaking as a hobby?** **You must <u>use continuous writing</u> (not note form) and <u>use your own words</u> as far as possible.** **Your summary should not be more than 120 words.** **<u>Up to 10 marks are available for the content of your answer and up to 5 marks for the quality of your writing.</u>** Use the Marking Criteria for **Question 1(f)** (Table A, Reading and Table B Writing). INDICATIVE READING CONTENT Candidates may refer to any of the points below: **1** relaxing / very good way to de-stress **2** makes you happier / lifts your mood **3** easy to start **4** good workout / burns calories **5** builds muscle strength / builds different muscles **6** not stuck in a sweaty gym **7** good for heart health **8** less impact on joints than running **9** improves efficiency of breathing **10** range of challenge / building up challenge / setting and achieving goals **11** improves social life / make new friends **12** vitamin d intake **13** builds confidence / creates positive self-image **14** unexpected experiences / new experiences / learn new things / see new things	**15**

Marking criteria for Question 1(f)
Table A, Reading

Use the following table to give a mark out of 10 for Reading

Level	Marks	Description
5	**9–10**	• A very effective response that demonstrates a thorough understanding of the requirements of the task. • Demonstrates understanding of a wide range of relevant ideas and is consistently well-focused. • Points are skilfully selected to demonstrate an overview.
4	**7–8**	• An effective response that demonstrates a competent understanding of the requirements of the task. • Demonstrates understanding of a good range of relevant ideas and is mostly focused. • Points are carefully selected and there is some evidence of an overview.
3	**5–6**	• A partially effective response that demonstrates a reasonable understanding of the requirements of the task. • Demonstrates understanding of ideas with occasional loss of focus. • Some evidence of selection of relevant ideas but may include excess material.
2	**3–4**	• A basic response that demonstrates some understanding of the requirements of the task. • Demonstrates general understanding of some relevant ideas and is sometimes focused. • There may be some indiscriminate selection of ideas.
1	**1–2**	• A response that demonstrates a limited understanding of the task. • The response may be a simple list of unconnected ideas or show limited focus. • There is limited evidence of selection.
0	**0**	• No creditable content.

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Table B, Writing

Use the following table to give a mark out of 5 for Writing.

Level	Marks	Description
3	**4–5**	• A relevant response that is expressed clearly, fluently and mostly with concision. • The response is well organised. • The response is in the candidate's own words (where appropriate), using a range of well-chosen vocabulary which clarifies meaning. • Spelling, punctuation and grammar are mostly accurate.
2	**3–2**	• A relevant response that is generally expressed clearly, with some evidence of concision. • There may be some lapses in organisation. • The response is mainly expressed in the candidate's own words (where appropriate) but there may be reliance on the words of the text. • Errors in spelling, punctuation and grammar which do not impede communication.
1	**1**	• A relevant response that lacks clarity and concision. • There may be excessively long explanations or the response may be very brief. • The response may include lifted sections. • Frequent errors of spelling, punctuation and grammar, which occasionally impede communication.
0	**0**	• No creditable content.

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Note 1: All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. Nonetheless, the content must be clearly related to and derived from the texts.

Question 2

This question tests reading assessment objectives R1, R2 and R4 (25 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R4 demonstrate understanding of how writers achieve effects and influence readers.

Overview of items for Question 2

Item	Reading assessment objectives tested	Marks for reading assessment objectives
2(a)(i)	R1	1
2(a)(ii)	R2	1
2(a)(iii)	R1	1
2(a)(iv)	R1	1
2(b)(i)	R2	1
2(b)(ii)	R2	1
2(b)(iii)	R1	1
2(c)	R2 and R4	3
2(d)	R1, R2 and R4	15
Total		**25**

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Question	Answer	Marks
2(a)(i)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The bear's mouth and nose were huge.** (his) enormous muzzle (line 48)	**1**
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The towns in southern Alaska were spread out at different points a long way away from each other.** (towns were) dotted far apart (line 3)	**1**
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Audrey would go on paddling trips when she could manage to find any time for a holiday.** (whenever I could) squeeze in (a) vacation (lines 4–5)	**1**
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **She knew before setting off that her kayak was in a good enough condition to sail on the sea.** (know it was) seaworthy (line 28)	**1**
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **My yellow colour scheme was reinforced when my order of foul-weather gear arrived. I tried it on, laughing at my incongruous image in the mirror. 'Getting older aren't you?'** **reinforced**: strengthened / added to / made more obvious / backed up / confirmed	**1**
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **arrived**: turned up / was delivered / came (in the post) / reached (her)	**1**
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** **incongruous**: out of place / absurd / unbecoming / odd / mismatched / eccentric / weird / strange / ridiculous / ludicrous / silly	**1**

Question	Answer	Marks
2(c)	**Use <u>one</u> example from the text below to explain how the writer suggests other boats might be better suited to the planned journey.** **<u>Use your own words in your explanation.</u>** **My inflatable kayak would be the smallest boat to attempt this distance, an impertinent toy compared to the crafted cedar-log-dugout canoes paddled for centuries along these misty shores, or sturdy modern fibreglass canoes.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests how the writer suggests other boats might be better suited to the planned journey. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests how the writer suggests other boats might be better suited to the planned journey. Award 1 mark for an example with an attempt at an explanation which shows awareness of ways in which other boats might be better suited to the planned journey. The explanation may be partial. The explanation **must** be predominantly in the candidate's own words. Responses **might** use the following: • **smallest boat to attempt**: suggests the challenge of the distance; 'attempt' hints that success is unlikely and 'smallest' suggests it is more vulnerable than larger boats which may have attempted it previously / too tiny to cope with the journey • **impertinent toy**: suggests brash and irresponsible to try and 'toy' suggests only playing at it with a boat designed for children/leisure, not a professional responsible boater / kayaker • **crafted cedar-log-dugout canoes paddled for centuries**: suggests tried and trusted, long-lasting crafts that would afford protection; made with skill from natural, strong material in comparison to her inflatable plastic kayak; makes her boat seem faintly ridiculous / inferior in comparison • **sturdy modern fibreglass canoes**: suggests her boat is not sophisticated and perhaps has seen better times; comparison with professional boats made from better/stronger / high specification materials; hard and able to withstand impacts; less likely to be damaged	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 4 and 8.** • **Paragraph 4 begins 'Looking at …' and is about the choice of route for the journey.** • **Paragraph 8 begins 'He sneered …' and gives a description of the kayak.** **Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose <u>three</u> examples of words or phrases from <u>each</u> paragraph to support your answer. Your choices should include the use of imagery.** **Write about 200 to 300 words.** **<u>Up to 15 marks are available for the content of your answer.</u>** Use the Marking Criteria for Question 2(d) (Table A, Reading) Notes on task This question is marked for the ability to select powerful or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words / phrases that carry connotations additional to general meaning. Mark holistically for the overall quality of the response, not for the number of words chosen, bearing in mind that for the higher bands there should be a range of choices to demonstrate an understanding of how language works, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not deduct marks for inaccurate statements; simply ignore them. The following notes are a guide to what good responses might say about the selections. Candidates can make any *sensible* comment, but only credit those that are relevant to the correct meanings of the words in the context and that have some validity. Alternative acceptable explanations should be credited. Credit comments on effects created by non-vocabulary choices such as grammar / syntax and punctuation devices. These must be additional to comments on vocabulary. [Only credit comments on stylistic effect where these are explicitly linked to choices.]	**15**

Question	Answer	Marks
2(d)	Responses **might** use the following: • **Paragraph 4 begins 'Looking at …' and is about the choice of route for the journey.** *Overview: naivety / romanticism / adventurous nature of decision to take a longer and more challenging route.* • **paddle direct along established routes** (for fishing boats): suggests sensible option; less risky and used by others • **go 'gunkholing', as boaters say**: wants to appear to be / is a boater; is informed; part of the club, use of jargon to suggest expertise/ inside knowledge • **prowling** (in and out): moving like a predator searching; romanticised view of sleek and effective movement / adventurous exploration • **tiny coves**: small and hidden bays, sense of discovery • **meandering**: moving slowly, organically, like a body of water, may suggest getting older • **connecting a roundabout route**: creating own, original way of getting there via places of interest; not taking the shortest route, boats would not usually go this way • **trace excerpts of historic voyages**: follow back over parts of the routes of famous journeys, suggestion of brave sea tales / stories • **forage natural delicacies**: find food from surroundings, creature-like; suggests discoveries are rare and especially tasty / healthy and natural – being part of the wild / survival, • **communicate with ... endearing animals**: talk to wildlife encountered / connecting with nature; concentrating on cuter, less threatening animals – unrealistic and childish • **factoring in**: planning did not take account of the full range of possibilities, suggesting calculations should have included bears	

Question	Answer	Marks
2(d)	Responses **might** use the following: • **Paragraph 8 begins 'He sneered …' and gives a description of the kayak.** *Overview: affectionate and amused description of the boat, recognising how others might view it.* • **sneered**: looked with disdain, contemptuous, mocking / judgemental and dismissive of her hopes and ambitions • **limp, shapeless roll of plastic**: not yet rigid, undefined inelegant form, potentially ineffective / useless / lifeless and powerless • **newly-patched intrepid vessel**: has recently been repaired / suggestion that a leak might be likely as the boat sets off on its unlikely adventure / contradiction between 'newly-patched' and 'intrepid' reflects her optimism • **the plastic kayak squirmed slowly and reluctantly out of its wrinkles**: as it inflates it begins to extend to form a more recognisable shape, like a creature being teased out, not enthusiastic / embarrassed / awkward; wrinkles suggest age; not smooth / sleek • **gradually assumed a wonky banana shape**: slowly and with much effort started to inflate further to form a curve, though a bit lopsided; far from the sleek sea vessel expected / comic and silly image / like a toy or a child's inflatable • **like a boat-shaped doughnut**: not actually a functioning boat, more like a cake made to resemble one and though amusing not up to the job; an indulgence; childish • **ridiculously optimistic red-and-white 'racing stripes'**: clearly not capable of going fast enough to race any other boat**,** some embarrassment suggested / poking fun at herself	**15**

Marking Criteria for Question 2(d)

Table A, Reading: Analysing how writers achieve effects

Use the following table to give a mark out of 15 for Reading.

Level	Marks	Description
5	**13–15**	• Wide-ranging discussion of judiciously selected language with some high quality comments that add meaning and associations to words/phrases in both parts of the text, and demonstrate the writer's reasons for using them. • Tackles imagery with some precision and imagination. • There is clear evidence that the candidate understands how language works.
4	**10–12**	• Explanations are given of carefully selected words and phrases. • Explanations of meanings within the context of the text are secure and effects are identified in both parts of the text. • Images are recognised as such and the response goes some way to explaining them. • There is some evidence that the candidate understands how language works.
3	**7–9**	• A satisfactory attempt is made to select appropriate words and phrases. • The response mostly gives meanings of words and any attempt to suggest and explain effects is basic or very general. • One half of the text may be better addressed than the other.
2	**4–6**	• The response provides a mixture of appropriate choices and words that communicate less well. • The response may correctly identify linguistic devices but not explain why they are used. • Explanations may be few, general, slight or only partially effective. • They may repeat the language of the original or do not refer to specific words.
1	**1–3**	• The choice of words is sparse or rarely relevant. • Any comments are inappropriate and the response is very thin.
0	**0**	• The response does not relate to the question. • Inappropriate words and phrases are chosen or none are selected.

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Note: All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. Nonetheless, the content must be clearly related to and derived from the texts.

Question 3

This question tests reading assessment objectives R1, R2 and R3 (15 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse evaluate and develop facts, ideas and opinions, using appropriate support from the text

and writing assessment objectives W1, W2, W3, W4 and W5 (10 marks):

W1 articulate experience and express what is thought, felt and imagined
W2 organise and structure ideas and opinions for deliberate effect
W3 use a range of vocabulary and sentence structures appropriate to context
W4 use register appropriate to context
W5 make accurate use of spelling, punctuation and grammar.

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Question	Answer	Marks
3	**You are a journalist writing for a teenage magazine some years after the events described in the text. You decide to write a feature article about Audrey Sutherland and her first attempt to paddle Alaska.** **In your article you should explain:** • **the opinions and reactions of other people to Audrey's plan to paddle Alaska for the first time and what was remarkable about the journey** • **the preparations she made for this first Alaskan journey and why these preparations were necessary** • **why she wanted to paddle Alaska and the rewards of the trip.** **Write the words of the article.** **Base your article on what you have read in Text C, but be careful to use your own words. Address each of the three bullets.** **Write about 250 to 350 words.** **Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.** Use the Marking Criteria for **Question 3** (Table A, Reading and Table B Writing) **Notes on task** Candidates should select **ideas** from the text (see below) and **develop** them relevantly, supporting what they write with **details** from the text. Look for an appropriate register for the genre, and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words. Annotate A1 for references to the opinions and reactions of other people to Audrey Sutherland's plan to paddle Alaska for the first time and what was remarkable about the journey Annotate A2 for references to the preparations she made for this first Alaskan journey and why these preparations were necessary Annotate A3 for references to why she wanted to paddle Alaska and the various rewards of that trip	**25**

Question	Answer	Marks
3	**A1: opinions and reactions of other people to Audrey Sutherland's plan to paddle Alaska for the first time and what was remarkable about the journey** • **keen publisher** (det. already had some success as an author) [dev. thought she could sell more books] • **sneering man on beach** (det. questioned choice of boat / inflatable kayak) [dev. dismissive, thought she wouldn't make it, thinks she is crazy] • **employers refused** (det. request for two months leave) [dev. didn't recognise its importance / unsupportive of her / ironic as meant to be looking to advise on best career moves] • **grown up family** (det. made copies of her route for them) [dev. kept track of her movements / concerned (overly) protective / supportive] • **excited friends** (det. lived near the start of route) [dev. a little envious, keen to be a part of the adventure] • **ambition of location / route** (det. 800 miles, solo, female) [dev. careers advisor so huge change / danger of the route] **A2: preparations she made for this first Alaskan journey and why these preparations were necessary** • **planning the route** (det. notches on pencil, consulting map, advanced booking of cabins) [dev. measure distances / consider risks / ensure good exploring opportunities] • **mailing gear to friends** (det. camping equipment) [dev. too much to carry on plane but basic as can be mailed out, well-organised /resourceful] • **resupply boxes** (det. dried food, incredulous postmasters) [dev. make sure can stock up on the route, can't rely on shops in remote towns, need particular (high energy / easily prepared) food] • **(choice of) boat** (det. patching, light enough to carry) [dev. needs to be watertight / has seen better days / attention to detail as can't leave potential leak, familiar, trusts it] • **order wet weather gear** (det. yellow and waterproof / water resistant) [dev. essential protection to help keep warmer and drier (little/no protection from the boat)] **A3: why she wanted to paddle Alaska and the various rewards of that trip** • **natural scenery / landscape** (det. secluded beaches, hidden inlets, coves, islets, hot springs, watching the sunsets / sunrises) [dev. discover beauty of the region] • **morale building / mental health** (det. unsure of what to do with life) [dev. chance to relax / reset, confidence to go further and do more] • **history** (det. old cabins, famous voyages) [dev. adventure] • **animals** (det. whales, otters) [dev. chance to get up close in the water] • **physical challenge** (det. wanting to get fitter) [dev. satisfying to survive harsh conditions, sense of achievement; proving others wrong, being the first to succeed in such a small boat] • **local delicacies** (det. found in the wild) [dev. can only be sourced there] • **fame / publicity** (det. magazine article about her) [dev. inspiring others to change their lives]	

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Marking Criteria for Question 3
Table A, Reading

Use the following table to give a mark out of 15 for Reading.

Level	Marks	Description
5	**13–15**	• The response reveals a **thorough** evaluation and analysis of the text. • Developed ideas are sustained and well related to the text. • A wide range of ideas is applied. • There is supporting detail throughout, which is well integrated into the response, contributing to a strong sense of purpose and approach. • All three bullets are well covered. • A consistent and convincing voice is used.
4	**10–12**	• The response demonstrates a **competent** reading of the text with some evidence of basic evaluation or analysis. • A good range of ideas is evident. • Some ideas are developed but the ability to sustain them may not be consistent. • There is frequent, helpful supporting detail, contributing to a clear sense of purpose. • All three bullets are covered. • An appropriate voice is used.
3	**7–9**	• The text has been read **reasonably** well. • A range of straightforward ideas is offered. • Opportunities for development are rarely taken. • Supporting detail is present but there may be some mechanical use of the text. • There is uneven focus on the bullets. • The voice is plain.
2	**4–6**	• There is some evidence of **general understanding** of the main ideas, although the response may be thin or in places lack focus on the text or the question. • Some brief, straightforward reference to the text is made. • There may be some reliance on lifting from the text. • One of the bullets may not be addressed. • The voice might be inappropriate.
1	**1–3**	• The response is either **very general**, with little reference to the text, or a reproduction of sections of the original. • Content is either insubstantial or unselective. • There is little realisation of the need to modify material from the text.
0	**0**	• There is very little or no relevance to the question or to the text.

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Table B, Writing: Structure and order, style of language

Use the following table to give a mark out of 10 for Writing.

Level	Marks	Description
5	**9–10**	• Effective register for audience and purpose. • The language of the response sounds convincing and consistently appropriate. • Ideas are firmly expressed in a wide range of effective and/or interesting language. • Structure and sequence are sound throughout. • Spelling, punctuation and grammar almost always accurate.
4	**7–8**	• Some awareness of an appropriate register for audience and purpose. • Language is mostly fluent and there is clarity of expression. • There is a sufficient range of vocabulary to express ideas with subtlety and precision. • The response is mainly well structured and well sequenced. • Spelling, punctuation and grammar generally accurate.
3	**5–6**	• Language is clear but comparatively plain and/or factual, expressing little opinion. • Ideas are rarely extended, but explanations are adequate. • Some sections are quite well sequenced but there may be flaws in structure. • Minor, but more frequent, errors of spelling, punctuation and grammar
2	**3–4**	• There may be some awkwardness of expression and some inconsistency of style. • Language is too limited to express shades of meaning. • There is structural weakness and there may be some copying from the text. • Frequent errors of spelling, punctuation and grammar.
1	**1–2**	• Expression and structure lack clarity. • Language is weak and undeveloped. • There is very little attempt to explain ideas. • There may be frequent copying from the original. • Persistent errors of spelling, punctuation and grammar impede communication.
0	**0**	• The response cannot be understood.

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